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ABSTRACT

This report describes a study of 451 Native American college students who received New York State Indian Aid for the academic year 1990-91. Data were collected from the New York State Native American Postsecondary Grant-in-Aid Program, which awarded about $430,000 in 1990-91 (compared to $493,000 in 1989-90). Participants came from all 10 of New York's Indian reservations, with 38% coming from St. Regis Mohawk Reservation. Aid recipients were mostly full-time students (89%), and were split about evenly between two-year and four-year institutions. Of the 442 students for whom grades were available, 88% had a grade point average of 2.0 or better, while 48% had achieved 3.0 or better. A mail survey of educational, graduation, and employment plans was completed by 164 students, including 26 graduates. Respondents attended many public and private institutions and cited a large variety of majors. Over 65% expressed an interest in further education. The most commonly mentioned employment areas of interest were education, health services, counseling and human services, law, and business and finance. This report also discusses: (1) eligibility requirements for New York State Indian Aid; (2) Indian students served by the Higher Education Opportunity Program, the Educational Opportunity Program, and special outreach efforts; and (3) expenditure and enrollment trends. Application procedures and an application form for New York State Indian Aid are included. (SV)

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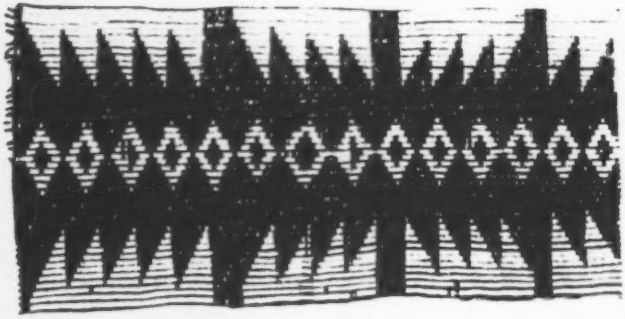
SECOND ANNUAL REPORT

A COMPREHENSIVE LOOK AT NATIVE AMERICAN COLLEGE STUDENTS IN NEW YORK STATE

FOR ACADEMIC YEAR 1990-91



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Cover photo: **Todadaho Wampum Belt.** Onondaga. ca. 1600s. 27" L x 14" W. Collected in 1898 by Rev. William Beauchamp. Returned to the Onondaga Nation in 1989. A "confederacy" wampum belt, it is one of the first belts "read" in reciting the Iroquois Great Law. It was traditionally held by the Todadaho, Onondaga, the head chief of the Six Nations Iroquois Confederacy, hence its name. It is believed to have established Todadaho as head chief and Onondaga as the capital of the confederacy where all official business must be conducted.

Inside photo (page 1): **George Washington Covenant Belt.** Onondaga. 1794. 6' 3 1/3" L x 5 1/4" W. Made to commemorate the covenant of peace between the newly independent American colonies and the Six Nations Iroquois Confederacy at the signing of the 1794 Canandaigua Treaty. The treaty restored Iroquois title to lands held prior to the Revolution and is believed by the Iroquois to have been initiated at the personal request of President George Washington, hence the name. Returned to the Onondaga Nation in 1989.

SECOND ANNUAL REPORT

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FOR ACADEMIC YEAR 1990-91

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Native American Indian Education Unit
Albany, New York 12234
1992

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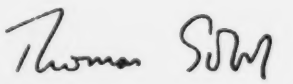
PREFACE

Advances in education require good information concerning students' performance and achievement. This report on *Native American College Students in New York State*, the second in an annual series, provides such information. It is a welcome contribution by the Department's Native American Indian Education Unit.

This report is testimony to the Department's interest in the education of Native American people residing within the boundaries of New York State. We have much to do, in order to prepare Native American Indian youth more fully for participation in adult life, postsecondary education, and the workforce. The information in this and future reports will help ensure that our goals are accomplished.



Thomas Sobol
Commissioner of Education

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◆ S U M M A R Y ◆

This report describes the Native American college students who received New York State Indian Aid for the academic year 1990-91. Four hundred fifty-one students participated in the program from each of the 10 Indian reservations recognized by New York State: St. Regis Mohawk (38 percent); Cattaraugus (18); Onondaga (12); Allegany (9); Tuscarora (7); Tonawanda (7); Oneida (5); Shinnecock (3); Cayuga (1), and Unkechaug (1). Most award recipients (89 percent) were full-time students and attended two-year programs (46 percent) and four-year programs (50 percent).

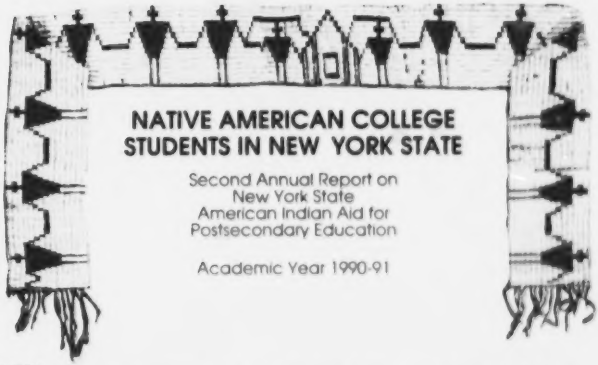
As of the writing of this report, 442 grade reports for the 1990-91 school year were recorded. A minority (12 percent) were not meeting the academic standard for continuing aid (2.0 semester grade point average), while a much larger group (48 percent) had achieved a 3.0 grade point average or better. Beginning in 1990, it was necessary to cancel funding for the summer semester. If additional funding should become available in the future, aid for summer terms will be restored. Of all students receiving aid in 1990-91, 50 percent received aid for one semester, the remaining 50 percent received aid for both the fall and spring semesters.

A review of expenditure and enrollment trends over the past three years shows that we continue to exceed our annual appropriation even with the cancellation of funding for the summer semester and greater monitoring of Commissioner's Regulations requiring students to maintain satisfactory academic progress (2.0 semester GPA),to meet application deadlines, and to submit grade reports in a timely fashion.

One hundred sixty-four students completed a survey concerning their graduation and employment plans. Of these, 26 had graduated; 122 expected to graduate. Respondents cited a large range of majors in the general categories of liberal arts, business, human services, education, technology, health services, sciences and trades. Respondents attended a variety of institutions, both public and independent, with a wide variety of program offerings located throughout the State.

More than 65 percent of survey respondents expressed an interest in further education. The most common areas for further study were education, business, health services, counseling and human services, and law related fields. Most respondents expressed an interest in pursuing additional degrees in master's (61 percent) and bachelor's (28 percent) degree programs. The most commonly mentioned employment areas of interest after completion of school were education, health services, counseling and human services, law, and business and finance. Although most respondents were happy to work in the geographic area of their homes, many indicated a willingness to work in New York State generally, in the northeast United States, and in the United States generally. Suggestions about New York State Indian Aid were submitted concerning greater information dissemination, additional funding sources, and employment opportunities.

This second annual report will discuss relations between the State and Native Americans, which have become increasingly open and productive. A bar graph has been included which shows the annual amount appropriated by the Legislature, unchanged since 1970, is not sufficient to meet present obligations. With increased college tuition costs, student enrollment, and decreases in other funding sources such as Regents Scholarships, TAP and PELL grants, this annual appropriation will not be sufficient to meet future obligations. Upcoming activities of the New York State Education Department's Native American Education Unit concerning the postsecondary education of Native American students include a continuing emphasis on greater contact with Native American college students, further development of computerization and research capacity, and promoting greater involvement of Native governments in support of Indian college students. When possible, this report has included last year's data so comparisons may be made.



In 1953, the New York State Legislature authorized Education Law section 4118 to provide funding for Native American students from several tribes and nations within the State to attend New York State postsecondary institutions. At that time, the maximum grant award was $175 per semester for full-time study and students were restricted to attendance at State university colleges and teacher colleges.

Today, eligible Native American students receive grant awards up to $675 per semester for attending **any** approved, accredited, postsecondary institution in New York State. Students are eligible to receive this aid for a period of four years, or five years for specific degree programs such as architecture, which require five years of study to complete. Eligible students may also receive aid for less than four years of study and for part-time study. In its initial year, funding was provided for 24 students. During the 1990-91 academic year, 395 full-time students and 56 part-time students participated in the grant program.

PURPOSE OF THIS REPORT

The purpose of this report is to provide a description of Native American college students by compiling and analyzing data collected from the New York State Native American Postsecondary

Grant-In-Aid Program. Such data would include information regarding the applicants, awards made, degrees earned, program types, and future educational and employment plans. For purposes of this report, the 1990-91 academic year was defined as the fall 1990 and the spring 1991 academic terms. The report contains information which may be useful to college students, their parents, Native American leaders and their communities, college representatives, agencies which track support services for college students, and State legislative and executive leaders.

It should be noted the college students described in this report are Native American college students who applied for and received New York State Indian Aid (see *Who is Eligible?*). There may be other Native American college students in New York's postsecondary institutions who are not eligible for aid because they are not enrolled members of the tribes and nations recognized by New York State or because they are associated with tribes or nations from other states.

DISSEMINATION OF INFORMATION

Information about the Native American Postsecondary Grant-In-Aid Program is disseminated on the reservation through tribal leadership, reservation education directors, high school guidance offices, Title V Indian Education personnel, college admission and financial aid offices, and American Indian Centers. Students who feel they are eligible may contact their respective tribes, one of the offices mentioned above, or the Native American Education Unit, (518) 474-0537.

WHAT IS NEW YORK STATE INDIAN AID?

New York State Indian Aid is financial aid for eligible Native Americans for study in approved undergraduate programs at New York State institutions of higher education. It is **not** available for graduate study, study that is not college level, or study at institutions located outside New York State. Funds are to be used for the education and support of Native American students in such

institutions and can be used for tuition, books, room and board, clothing, transportation, and any other costs. Appendix A is the brochure distributed to students outlining the program. Appendix B is a list of commonly asked questions and answers concerning the program, including details about the award process.

WHO IS ELIGIBLE?

New York State residents with a high school diploma or equivalency diploma and proof of acceptance to an accredited postsecondary institution are eligible to receive New York State Indian Aid if they are on an official tribal roll of one of the eight Indian tribes and nations recognized by New York State, or if they are the children of such enrolled members. The tribes and nations recognized are members of the Iroquoian tribes (Cayuga, Oneida, Onondaga, Seneca, St. Regis Mohawk, Tonawanda Band of Senecas, and Tuscarora), and the Algonquian tribes (Shinnecock and Unkechaug). An official tribal roll is a list of individuals designated by the tribal authorities as members of their tribe or nation.

FINDINGS: GRANT APPLICANTS & RECIPIENTS

During the 1990-91 academic year, 555 individuals applied for New York State Indian Aid. Of these, the applications/requests of 451 persons were approved and funded. Applications not approved were considered pending or ineligible for a variety of reasons. The State Education Department (through the Native American Indian Education Unit) required **new** applicants to submit the following materials and documents in order to receive aid:

1. Completed application form (see attachment C);
2. Official transcript of high school work or a copy of high school equivalency certificate or certification of enrollment in a special degree granting program;
3. Official tribal certification form;

4. Description of educational goals in space provided on application;
5. Signature of applicant's parent if individual is under 18 years of age;
6. Letter of acceptance from the college of attendance;
7. Estimate of the number of credits to be taken in the first semester of funding.

After initial approval, an applicant must submit a request for aid form, including the exact number of credits he/she will be taking, for **each** semester he/she wishes to receive aid. In addition, he/she must also submit a satisfactory (2.0 GPA) grade report from his/her previous semester's studies. Each semester's award will be processed once these items are received. The following lists the number of students who were either ineligible or denied aid for the fall 1990 or spring 1991 semesters:

STUDENTS INELIGIBLE FOR AID:

Missing Tribal Certification: 14 students were lacking a valid tribal certification. For four students, this was the only item missing; the remaining 10 were missing other items in addition to the tribal certification. Many of these applicants may not be on the tribal rolls, or may not be the child of someone who is, and therefore, may not be eligible.

Missing Items other than Tribal Certification: 19 students appear to be eligible by virtue of tribal enrollment status but failed to submit other required items. For 11 of these students, the acceptance letter from college was the only item not submitted. These students may not have applied to college, or applied and were not accepted.

Summary of the 33 Ineligible Applicants: The State Education Department requires the applicant to submit the seven items listed above. The following are the reasons the 33 applicants were determined to be ineligible to receive aid:

Fall 1990

Missing Item *(see key - pages 3-4)*	# of Applicants
No. 6 *(acceptance letter)*	4
No. 3,6,7	2
No. 3 *(tribal cert.)*	1
No. 2 *(diploma)*	1
No. 4,6,7	1
No. 1,3	1
No. 2,3	1
No. 3,7	1
No. 2,4,6	1
No. 2,3,4	1
No. 2,7	1

Spring 1991

Missing Item *(see key - page 3-4)*	# of Applicants
No. 6 *(acceptance letter)*	7
No. 3 *(tribal cert.)*	3
No. 3,4,7	2
No. 3,6	2
No. 2,4,6	1
No. 6,7	1
No. 2,6	1
No. 2,6,7	1

STUDENTS DENIED AID:

Computerization improved the management of the Grant in Aid program. It allowed the State Education Department the time to carry out the Commissioner's Regulations more effectively. To assist in program compliance, students are *expected* to meet application/request for aid deadlines and achieve a minimum 2.0 GPA for *each* semester of funding. Any student who falls below a 2.0 GPA for any one semester is denied subsequent funding. When the student demonstrates a successful semester, he/she is again eligible to receive aid. Prior to computerization, students who failed to submit grade reports on time were not always detected. There was a large increase in the number of students who did not submit grades reports for the spring 1991 semester. In addition, 21 students withdrew during the school year - 11 in the fall and 10 in the spring. Usually, the student has a valid excuse for withdrawing, i.e., medical, job, personal. The following lists the number of students who were denied aid, and reasons:

Fall 1990		Spring 1991	
Number	Reason	Number	Reason
1	Exhausted two-year funding - must switch to 4-year program.	1	Exhausted two-year funding - must switch to four-year program.
4	College located out of state. One student transfer mid-semester.	1	College closed.
4	Poor grades submitted.	1	College located out of state.
5	No previous grades submitted.	12	Poor grades submitted.
9	Material sent in late.	23	No previous grades submitted.
		8	Material sent in late
		2	Nonmatriculated courses.
23	Total	48	Total

Also -31 Probation, 8 Critical Probation

TOTAL AWARDS MADE AND STUDENTS SERVED

During the 1990-91 academic year, 684 awards were made to 451 students. There was no summer funding in 1990-91. Awards are made up to two times a year for the same student depending on the number of terms he/she is registered. One award is made for one term. The number of students served and the total funds awarded, by reservation, are presented in Table 1 page 7. Included are last year's (1989-90) data so comparisons may be made.

TABLE 1
Awards Made and Students Served by Reservation

Reservation	Number of Students		Number of Awards		Funds Awarded	
	89-90	90-91	89-90	90-91	89-90	90-91
Allegany	49	39	78	60	$45,444	$34,658
Cattaraugus	87	80	148	121	$90,879	$73,986
Cayuga	6	4	12	7	$7,538	$4,631
Oneida	18	22	31	35	$19,294	$21,988
Onondaga	55	54	86	79	$52,150	$50,056
Shinnecock	9	12	14	19	$8,981	$12,488
St. Regis Mohawk	200	173	348	258	$203,776	$165,674
Tonawanda	17	30	28	47	$16,056	$29,771
Tuscarora	44	31	71	49	$44,175	$31,106
Unkechaug	5	6	8	9	$4,894	$5,625
Totals	**490**	**451**	**824**	**684**	**$493,187**	**$429,983**

The number of students and awards made in 1990-91 was slightly less than in 1989-90. Certainly, the cancellation of summer funding beginning in academic year 1990-91 can account for some of this decrease. However, with the computerization of the award process, the State Education Department was able to more readily identify students who were not in compliance with the Commissioner's Regulations which require students to maintain satisfactory academic progress (2.0 semester GPA) and submit materials in a timely fashion. Although the total number of students requesting aid was slightly higher in 1990-91 than in 1989-90 (555 vs. 536), the number actually approved and funded was lower (451 vs. 490).

Table 2 and Table 3 on the next page list the awards made by student status and program type respectively. Last year's (1989-90) data are included so comparisons may be made.

Table 2
New York State Indian Aid Awards Made
By Full- and Part-Time Student Status

Student Status	Number of Awards		Percent		Total $ Awarded		Percent	
	89-90	90-91	89-90	90-91	89-90	90-91	89-90	90-91
Full-Time	659	608	80	89	$438,510	$401,969	89	93
Part-Time	165	76	20	11	$54,677	$28,014	11	7
All	824	684	100	100	$493,187	$429,983	100	100

In academic year 1990-91, a majority of awards went to students attending college on a full-time basis (89 percent vs. 80 percent) although, overall, fewer awards were made. The largest decrease was seen in the number of part-time awards being made.

Table 3
New York State Indian Aid Awards Made
By Academic Program Type

Program Type	Number of Applicants		Total Award Amounts		Number of Awards	
	89-90	90-91	89-90	90-91	89-90	90-91
Five-Year	7	8	$8,775	$8,775	13	13
Four-Year	215	230	$239,510	$244,756	388	378
Two-Year	259	206	$238,377	$168,352	413	281
One-Year	9	7	$6,525	$8,100	10	12
Totals	490	451	$493,187	$429,983	824	684

Again, similar to part-time study, the largest decrease was in the number of students enrolled in two-year programs. In Tables 2 and 3, part-time, two-year students showed the greatest decrease in numbers of awards and applicants from the previous year. Also, for the first time, more students were enrolled in four-year programs than two-year programs.

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New Applications

Over the 1990-91 academic year, the State Education Department approved 178 new applications. One hundred thirty-one of the new applications began during the fall 1990 term; 47 during the spring 1991 term. These 178 new applications represent 39 percent of all 451 individuals receiving awards.

Grade Point Averages

Commissioner's Regulations section 145-4 requires a student to maintain good academic standing and submit transcript of grades for each semester he/she receives an award. A student is considered in good academic standing if he/she maintains a minimum 2.0 grade point average per semester. Beginning in 1990, the State Education Department began ensuring students submit grade reports in a timely fashion or be denied future funding. Subsequently, the number of grade reports submitted increased 48 percent that year. Also, a student who fell below a 2.0 GPA, **for any *one* semester**, was required to complete a satisfactory semester, at his/her own expense, before further aid was received. The award process became computerized in 1990 which enabled the submission of grade reports to be monitored more expeditiously. Table 4 on the next page shows the grade point average distributions for the 442 grade reports received for academic year 1990-91. Not all students submitted grade reports for each semester.

Table 4
Grade Point Averages of Students Awarded Aid

Grade Point Average	Number Grade Reports Submitted		Percent	
	89-90	90-91	89-90	90-91
0.00 - 1.00	8	5	3	1
1.00 - 1.49	18	21	6	5
1.50 - 1.99	26	28	9	6
2.00 - 2.49	58	88	19	20
2.50 - 2.99	66	89	22	20
3.00 - 3.49	68	124	23	28
3.50 - 4.0	55	87	18	20
Total	299	442	100	100

Number of Terms Funded

Of 451 students who received awards for school year 1990-91, 225 received aid for one term only; 226 students received aid for two terms. There was no summer funding in the 1990-91 academic year. Sixty-five students exhausted their aid during the 1990-91 year: 14 after completing the fall 1990 semester only, 3 after completing the spring 1991 semester only, and 48 who exhausted their funding after completing both the fall and spring semesters. Six students who exhausted their aid were enrolled in a one-year degree program; 36 were enrolled in a two-year degree program. The State Education Department will work to determine the current degree status of these students. They could be eligible for additional funding if they wish to further pursue their educational studies. Twenty-seven students who exhausted their aid were enrolled in a four-year degree program. One student was enrolled in a five-year degree program. The State Education Department does request a student to indicate his/her degree status once funding is complete, however, a majority of students fail to respond with this information. Please refer to the section on the Graduates Databank (beginning on page 19) for further information on the degree status of applicants.

AT-RISK NATIVE AMERICAN COLLEGE STUDENTS

This year, the State Education Department made an attempt to better document the reasons why Native American college students are at risk of not completing a postsecondary degree program that prepares them for successful participation in the work force.

During the 1990-91 year, the State Education Department worked to improve its system of recording student information more accurately. Data received from these students are lacking and this has limited the ability to fully document this group. Information that was received is reported on pages 5 and 6 of this report.

The State Education Department also began to examine data reported in the Higher Education Opportunity Programs of independent colleges and Educational Opportunity Programs in the public colleges and universities. Since these programs serve at-risk and under represented students in higher education, the number of Native American students served by these programs and their locations was reviewed to determine the opportunity and availability of these programs to Native American populations.

HEOP:

The Higher Education Opportunity Program reported 73 Native American students were served during 1990-91. The Consortium of the Niagara Frontier, which serves Wyoming County, Collins, and Attica Correctional Institutions, is reported to serve 12 Native Americans. However, it is not known if these students are indigenous to New York State. Other colleges serving Native American students in this program are listed below.

University College of Syracuse	7 students
Long Island Univ. - Southampton	6 students
St. Lawrence University	5 students
Mater Dei College	5 students

Niagara University	4 students
Other two- and four-year Colleges (29 in all)	34 students

University College of Syracuse is located near the City of Syracuse, where 2,043 Native Americans reside,* and is also near the Onondaga and Oneida Reservations. Long Island University of Southampton is located near the Shinnecock and Poospatuck Reservations, St. Lawrence University and Mater Dei College are near the St. Regis Mohawk Réservation, and Niagara University is near the Tuscarora Indian Reservation and Niagara Falls, New York, which has a Native American population of 1,006.*

The Native American enrollment represents .88 of one percent of the total student enrollment statewide in Higher Education Opportunity Programs.

EOP:

The Educational Opportunity Program reports 20 colleges out of a total of 48 programs with Native American student enrollments. The total number served is 102. Listed below are the colleges serving Native American students in this program.

Onondaga Community College	22 students
University of Buffalo	10 students
SUC @ Buffalo	9 students
Erie Community College	9 students
Canton Ag. & Tech. College	6 students
SUNY @ Potsdam	5 students
Cornell University	5 students
Other two- and four-year colleges (14 in all)	36 students

Onondaga Community College is near the City of Syracuse, which has 2,043 Native American residents,* and is also near the Onondaga and Oneida Reservations. The University of Buffalo is located near the City of Buffalo, which has a Native American population of 2,547,* and is also near the Tonawanda Seneca Reservation. Erie Community College is near the Seneca Reservation, Canton Agricultural & Technical College and Potsdam College

* 1980 Census Data

are near the Mohawk Reservation. Cornell is near the Onondaga and Oneida Reservations.

The Native American enrollment represents .9 of one percent of the total student enrollment in Educational Opportunity Programs.

The academic achievement for the Native American students enrolled in these two programs is not disaggregated; it seems the percentage of Native American students enrolled in them is relatively low.

Special Outreach Efforts

In August 1989, the Native American Education Program Coordinator convened a series of meetings between a group of 15 Native American educators employed on college campuses and Indian reservations, and State Edcuation Department staff in the Division of Equity and Access Programs, to discuss Native American higher education issues.

This informal steering committee of Native American educators worked in a partnership with the State Education Department to identify Native American student needs and planned the first statewide career and college awareness fair for 9th - 12th grade Native American students.

The objectives of this fair, ***Ogwehoweh 1991***, were:

- ❑ To promote early planning and preparation for higher education and careers.
- ❑ To motivate students to pursue higher education opportunities and to use available resources.
- ❑ To broaden the knowledge base of Native American high-school students, their parents, and education personnel working with them about academic and career choices and available financial aid.
- ❑ To assess and evaluate statewide Native American student career awareness needs, including vocational identity, areas of inadequate vocational information, and

self-reported internal and external barriers to preferred occupational goals.

The Native American Education Program Coordinator also worked closely with two regional consortia: The SUNY Fredonia Western Consortium and the SUNY Potsdam Northern Consortium.

In 1989, SUNY established a SUNY Native American Initiative to encourage increasing numbers of Native American people to take advantage of numerous educational opportunities available throughout the SUNY system. To accomplish this goal, two SUNY regional consortia and Native American communities were identified and given the charge of developing programs to address specific needs of Indian Nation communities for carrying out their respective mission. Although each consortium of colleges developed programs that address the specific needs of each Native community, both consortia provide outreach services to the Native communities and provide academic forms of support services to reduce high school attrition and encourage college attendance.

Role of Coordinator:

The Native American Education Program Coordinator functions as a liason, consultant, and resource person to the Native American Education Steering Committee and the Northern Consortium. This partnership is one of collaboration - bringing people together to get the job done. For example, the Native American educators and State Education Department staff identified and analyzed student needs, planned a career fair, and served as workshop moderators, presentors, and role models for secondary Indian students. The Nortern Consortium implemented and evaluated the event with funding provided by Equity and Access Programs. Getting the word out to the right people at the right time is the key. The Coordinator informed the 13 contracting district school superintendents and building principals about the event and worked to get their endorsement and approval to allow Native American

high school students to attend the fair. This effort enabled 200 Native American students to attend and participate in the Ogwehoweh Career Opportunities Fair.

The Coordinator's relationship with the Native American SUNY: Western Consortium is solely through the Native American Postsecondary Grant- In-Aid Program and how this funding affects eligible Native American college students.

The most direct outreach action of the Native American Education Unit to the students is the *OGWEHOWEH Newsletter*. This semiannual newsletter is mailed to all students who participate in the Postsecondary Grant-In-Aid Program. It features student achievements, answers questions about the grant-in- aid process, articulates student expectations and responsibilities regarding funding, lists available resources for graduate work and job opportunities, and highlights Native American professionals and educators statewide.

The newsletter actively supports learning and seeks student participation by requesting articles and information from them and their respective campuses. It is an important link among the State Education Department, students, and parents.

Achievements resulting in these collaborative efforts:

- ❑ Increase in number of Native American students attending four-year institutions.
- ❑ Increase in number of Native American students returning to college after dropping out.
- ❑ Increase in number of Native American students graduating from college and going on to graduate schools.
- ❑ Improved Native American student grades and increased numbers of Native American students on honors list.

EXPENDITURE AND ENROLLMENT TRENDS 1987-88 THROUGH 1990-91

Table 5 below presents expenditures and full-time award equivalents for each academic term from 1987-88 through 1990-91. Expenditures are the funds spent for Native American students for study during the stated semesters or terms. The full-time award equivalent is the total expenditures for a semester divided by $675, the amount of one semester's full-time award. The full-time award equivalent, therefore, is a measure of the number of awards received during the stated semester, assuming all students are full-time. In reality, some students received prorated aid for part-time study and therefore the actual number of awards was somewhat larger. Full-time award equivalents were used to allow consistent comparisons from one term to the next.

The reader should note that the full-time award equivalent is an indicator of the number of awards made during a given semester or school year. It does not represent the actual number of students who received aid (see Table 1), as students vary in their study habits — full-time, part-time, one semester only, or two semesters.

Table 5
Awards of New York State Indian Aid 1987-88 through 1990-91
& Full-Time Equivalent Number of Student Awards by Academic Term

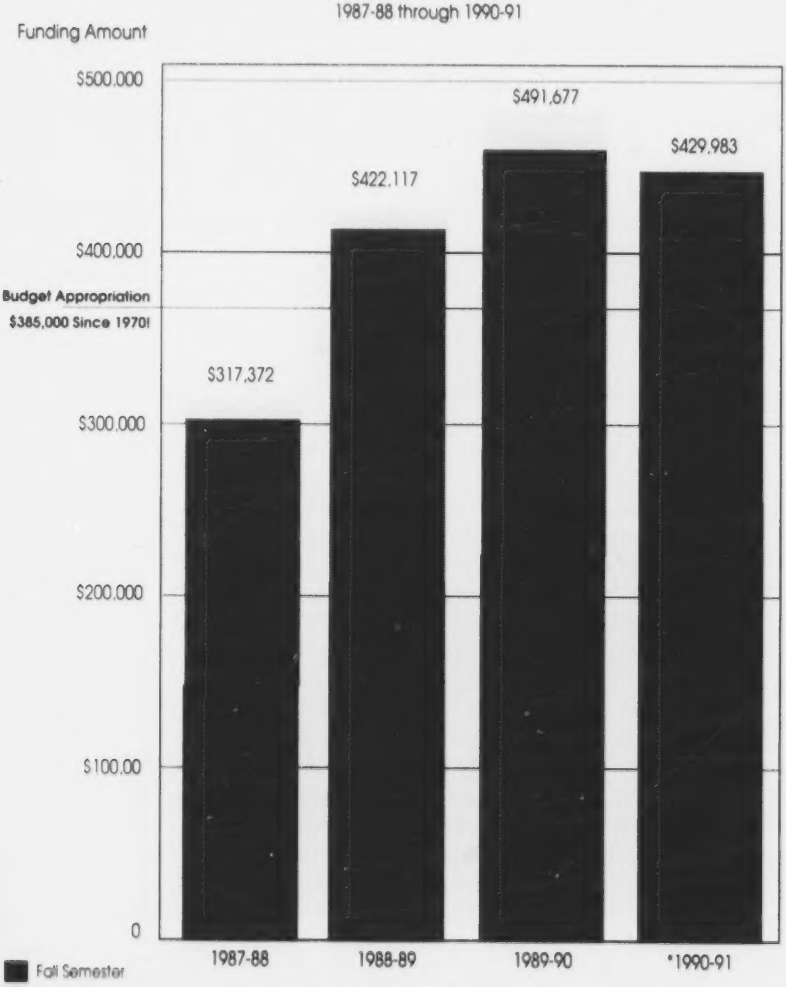
School Year	Fall	Spring	Summer	Total
1987 - 88	$149,052	$157,108	$11,212	$317,372
	221	233	17	471
1988 - 89	$206,556	$203,105	$12,456	$422,117
	306	301	18	625
1989 - 90	$226,999	$235,620	$29,058	$491,317
	336	349	43	728
1990 - 91 .	$238,234	$191,749	***	$429,983
	353	284		637

As Table 5 shows, academic year 1990-91 showed a decrease in expenditures. From 1987-88 until that time, however, expenditures **and** full-time award equivalents had both increased 55 percent. The cancellation of summer funding can account for some of the decrease in 1990-91. In 1990-91, the State Education Department began holding students more accountable, adhering to deadlines, and ensuring students maintain at least a 2.0 GPA per semester for continued funding. This has allowed the State Education Department to fund a greater majority of students making a serious academic commitment. With the computerization of the award system, students not meeting the requirements for funding were more readily identified.

The bar graph (page 18) shows that even with the cancellation of summer funding, expenditures still exceeded the annual budget appropriation. As Table 2 (page 8) shows, a higher percentage of Native American students are attending college on a full-time basis. Also, as shown in Table 3 (page 8), the greatest number of students being funded are those attending college for four years. Overall, students are attending school longer, and, as Table 4 (page 10) shows, performing better academically. As the State Education Department funds students for longer periods of time, the amount of money needed to fully fund students through the completion of their degree requirements will increase. Also, as tuition and other costs increase each year, fewer students apply to college due to financial reasons. An increase in the annual allocation, as well as an increase in the award amount each semester, would allow the State Education Department to reach more of these students as well as provide an award amount that reflects current tuition costs. Of all other sources of financial aid for which today's college freshmen may apply, New York State Indian Aid is one of the few, if not the only, financial aid program that has had no increase since 1970. The Department will continue to request an increase in annual funding in order to satisfy fully all present and future obligations.

AWARDS OF NEW YORK STATE INDIAN AID

1987-88 through 1990-91



*Summer funding canceled due to lack of funds

NATIVE AMERICAN GRADUATES DATABANK

In December 1990, a request for updated databank information was distributed to students receiving aid. The student survey forms were collected between December and September, for inclusion in this annual report. This year's Native American Graduate Databank received 164 surveys, a 93 percent increase from those received in 1990. In addition, six individuals not on the database returned completed forms wishing to participate in the databank. The 1989-90 report reflected 85 surveys received until June 30. Those received between July and August, an additional 54, arrived too late to be included. The State Education Department is in the process of reviewing the present form and the database program in order to accommodate the variety of information being summarized, and the increasing number of participants.

Respondents by Reservation

One hundred sixty-four persons who completed the survey reside on or are affiliated with, the following reservations: Allegany (19); Cattaraugus (31); Cayuga (3); Oneida (4); Onondaga (14); Shinnecock (4); St. Regis (69); Tonawanda (9); and Tuscarora (11).

Program Type

Respondents to the survey were presently in, or had graduated from, the program types listed below. In 1990, 42 percent of the respondents were from two-year programs, 54 percent were from four-year programs. This year, 40 percent of the respondents were from two-year programs and 57 percent were from four-year programs. This shows that there are more students in four year programs using the databank than those in two year programs.

Table 6
Program Type of Respondents to the Native American Graduates Databank Survey

Program Type	90 - 91	Percent	89 - 90	Percent
One-Year	4	2	1	1
Two-Year	65	40	36	42
Four-Year	93	57	46	54
Five-Year	2	1	1	1
Other	0	0	1	1
Total	164	100	85	100

Degrees and Majors

One hundred twenty-two students expected to graduate between January 1, 1991 and June 1, 1995, with the following degrees: Master of Arts (2), Bachelor of Science (31), Bachelor of Arts (35), Associate of Science (30), Associate of Arts (12), Certificate (6). Six students did not list degree type. Specific majors of all respondents are listed in Table 7 below. Eight listed double majors, both are reflected in the respective areas. Sixteen students did not respond.

TABLE 7
Degrees and Majors of Respondents Who Expected to Graduate

Degree	Major	Number of Respondents
BUSINESS		**27**
BS/BA	Accounting	4
	Business Administration	3
	Management	4
	Finance	2
	Business Economics	1

TABLE 7 *continued*
Degrees and Majors of Respondents Who Expected to Graduate

Degree	Major	Number of Respondents
BUSINESS *continued*		
	Industrial Labor Relations	1
	Business	1
AS/AA	Accounting	3
	Business Administration	5
	Fashion Merchandising	1
	Business	2
CRIMINAL JUSTICE		**8**
BS/BA	Criminal Justice	2
AS/AA	Criminal Justice	3
	Legal Secretary	1
	Court Reporting	1
Certificate	Legal Secretary	1
EDUCATION		**15**
MA	Teaching	1
BS/BA	Elementary Education	2
	Music Education	2
	Spanish Education	1
AS/AA	Nursery Education	2
	Art Education	1
	Teaching	1
	Physical Education	1
	Teaching Assistant	1
Certificate	Teaching	1
unknown	Elementary Education	1
unknown	Education	1
HUMANITIES & FINE ARTS		**21**
MA	Photography	1
BS/BA	English	6
	Art/Art History	5
	Photography	2
	Liberal Arts	1
AS/AS	Art/Art History	1
	Liberal Arts	3
	UnknownHumanities/Fine Art	2

TABLE 7 *continued*
Degrees and Majors of Respondents Who Expected to Graduate

Degree	Major	Number of Respondents
INFORMATION SCIENCE & POLICY		**3**
BS	Political Science	1
AA	Paralegal	1
unknown	Law	1
MEDICAL		**15**
BS	Pre-Med	1
	Nursing	2
	Cardio-Respiratory Science	1
	Environmental Health	1
	Optometry	1
	Speech Pathology & Audiology	1
AS	Nursing	5
	X-Ray Technician	1
	Dental Hygiene	1
Certificate	Nursing	1
SCIENCE & MATHEMATICS		**21**
BS/BA	Science and Mathematics	2
	Biology	4
	Actuarial Science	1
	Civil Engineering	1
	Environmental Studies/Geology	1
	Environmental Geography	1
AS/AA	Science and Mathematics	2
	Computer Sciences	3
	Civil Engineering	1
	Forestry	1
	Microbiology	1
Certificate	Computer Sciences	3
SOCIAL & BEHAVIORAL SCIENCES		**27**
BS/BA	Psychology	8
	Social Work	3
	Sociology	4
	History	3
	American Studies	1

TABLE 7 *continued*
Degrees and Majors of Respondents Who Expected to Graduate

Degree	Major	Number of Respondents
SOCIAL & BEHAVIORAL SCIENCES *continued*		
	Anthropology	1
	Communications	1
	Economics	1
	Social Studies	1
AS/AA	Psychology	1
	Social Work	2
	Communications	1
OTHER		**13**
BS	Fashion Technology	1
AS/AA	Automotive Technology	1
	Building Trade	1
	Chef	1
	Design	1
	Fitness Specialist	1
	General Studies	1
	Individual Studies	1
	Interior Design	1
	Travel & Tourism	1
	Welding Technology	1
Certificate	Mechanic	1
	Office Technology	1

Institutions

Respondents attended a variety of institutions, both public and independent, located throughout the State. Table 8 is a list of these institutions. The number of students is provided following the institution name, except in cases involving one student for which no number is cited.

TABLE 8

INSTITUTIONS OF HIGHER EDUCATION ATTENDED BY RESPONDENTS TO THE NATIVE AMERICAN GRADUATES DATABANK SURVEY

Adirondack Community College, Queensbury
Alfred State College, Alfred
Alfred University, Alfred
Buffalo State College, Buffalo (3)
Bryant & Stratton Bus. Inst., Buffalo (8)
Bryant & Stratton Business Institute, Syracuse (2)
Bryant & Stratton Business Institute, Rochester
Canisius College, Buffalo
Cayuga County Community College, Auburn
Central City Business Institute, Syracuse
Clarkson University, Potsdam (3)
College of New Rochelle, Rochelle
Columbia-Greene Community College, Hudson
Cornell University, Ithaca (3)
Crouse Irving Memorial School of Nursing, Syracuse
Daemen College, Amherst
D'Youville College, Buffalo (3)
Empire State College, Rochester
Erie II Cattaraugus Chautauqua BOCES, Fredonia
Erie Community College, Orchard Park (6)
Erie Community College, Williamsville (3)
Erie Community College City, Buffalo
Fordham University, Bronx
Genesee Community College, Genesee (2)
Hamilton College, Hamilton
Hartwick College, Oneonta (2)
Jamestown Community College, Jamestown (2)
Jamestown Community College, Olean
Lemoyne College, Syracuse (2)
Lehman College CUNY, Bronx
Long Island University, South Hampton
Mater Dei College, Ogdensburg (9)
Mohawk Valley Community College, Utica (2)
Monroe Community College, Rochester (2)
Munson Williams Proctor Institute of Art, Utica
Niagara County Community College, Sanborn (3)
Niagara University, Niagara Falls (2)
North Country Community College, Malone (3)
North Country Community College, Saranac Lake
Olean Business Institute, Olean
Onondaga Community College, Syracuse (6)
Paul Smith's College, Paul Smiths (2)
Riverside School of Aeronautics, Utica
Rochester Institute of Technology, Rochester (4)
South Hampton University, South Hampton
St. Bonaventure University, St. Bonaventure (4)
St. Lawrence University, Canton (5)
State University at Brockport (3)
State University at Buffalo (6)
State University College at Cortland (3)
State University College at Fredonia (6)
State University College at Potsdam (11)
State University Geneseo (3)
State University Health Science Center, Syracuse (2)
State University at New Paltz (2)
State University at Oswego (2)

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TABLE 8 *continued*

State University at Plattsburgh (3)
State University of Technology at Canton (6)
State University of Technology at Morrisville (2)
State University at Utica
Syracuse University, Syracuse (2)
Trocaire College, Buffalo (2)
Ulster County Community College, Ulster
Utica College of Syracuse University, Utica (2)
Utica School of Commerce, Canastota

Interest in Further Education

For the first time we can document an interest in further education among Native American students. This finding should be taken into consideration as the State Education Department works to increase the yearly appropriation for the Postsecondary Grant-In-Aid Program. There is also a need to identify these students to field representatives of equity and access programs to increase Native American participation in graduate and professional programs.

One hundred nine of the respondents answered "yes" when asked if they had interest in further education, 55 answered "no". Forty-one students (59 percent of respondents) from the two-year program wish to continue their education to the following degree: master's (11), bachelor's (22), Associate (1), with seven others not listing a degree or major. Sixty-eight students (37 percent of respondents) from the four-year program wish to continue to the following degree: doctorate (7), master's (49), bachelor's (8), with four not listing the degree sought. Most respondents interested in pursuing their education wished to do so in their present curriculum. The following were the areas indicated.

Education/Teaching	17
Business/Management	15
Nursing/Health	14
Social Sciences	12

Fine Arts/Music	10
Psychology/Counseling	9
Law/Law Services	7
Environmental Sciences	4
Computer Systems	4
English	3
Finance/Accounting	3
Biology	2
Peace Corps	1
Veterinary Medicine	1

Students who expressed interest in obtaining additional degrees fell under the following categories:

Additional Degrees to be Sought	Number of Students
Doctorate	7
Master's	60
Bachelor's	30
Associate	1

Interest in Employment

Students expressed interest in a wide variety of careers. Although many expressed interest in seeking employment in their respective fields, there were students who expressed interest in teaching their area of concentration. Of the 26 students interested in teaching as a career, only 15 are majoring in educational related curriculum.

Area of Interest	Number of Students
Education/Teaching	26
Health/Medicine/Nursing	17
Social Services/Social Work	8

Interest in Employment

Area of Interest	Number of Students
Law	8
Finance/Accounting	8
Business	7
Psychology/Counseling	7
Management	7
Photography/Art/Design/Media	6
Computing Systems	5
Environmental Administration	5
Retail	4
Sciences	4
Technical Trades	4
Child Care/Early Childhood Education	3
Personnel Administration	2
Law Enforcement	2
Publishing/Journalism	2

Geographic Location of Desired Employment

The following reflect the geographic areas in which students would be willing to work. Respondents were directed to check all that apply.

Number of Students	Geographic Location
97	In the geographic area of student's home
34	In New York State, generally, except New York City
46	In New York State, generally
45	In the northeast region of the United States
63	In the United States, generally

Last year, of the number of students preferring to work near their homes, approximately one-third were willing to seek employment in other areas. This year, of the students preferring work near their homes, approximately one-half would be willing to work in NYS generally, or the northeast region, and approximately three-fourths would be willing to work in the United States generally.

SUGGESTIONS CONCERNING NEW YORK STATE INDIAN AID

Approximately one-third of the respondents completed the comment section of the survey. In general, many responses differed from those in the 1989-90 report. Fifteen students described their future educational and/or career goals. Fifteen others described their current status as students or employees.

Communication and Efficiency:

Eight students requested additional correspondence stating the need for information regarding additional funding, employment, and career tracks.

Fourteen students expressed satisfaction with the grant program, and offered their thanks for making it possible for them to receive an education.

There is still concern with the need for more information on financial aid availability on college campuses "...I lost out on 3-terms of aid because nobody could help me." This year we have included a section in this report listing the many offices we disseminate information to about Native American Indian aid.

More and Better Managed Funds:

One respondent who returned to school after 15 years ran out of funding before her last year due to the use of funding during preparatory school.

One student suggested that any funds obtained by New York State through the gambling businesses on the reservations, be used expressly for Native American aid for education.

New Survey Formats:

The State Education Department has reviewed its survey forms, and the changing needs of the students. Based on the results of the past two years, it was found that students who are enrolled in two-year programs have different needs and expectations from those who are enrolled in four-year programs. As a result, the Unit is developing two separate survey forms to meet those

needs. Those enrolled in other program types will be mailed the form that best suits their individual needs. Both formats will still offer the student the opportunity to make suggestions and comments, which are important to the success of the program.

Updating New York State Indian Aid Database:

Due to the changes in the survey and growing student participation, the State Education Department also had to look at ways to improve the database for easier access of information.

Native American Financial Aid Manual:

A manual will be made available to students who are interested in seeking additional financial aid in various subjects. Included in the manual are addresses and requirements to apply to minority student scholarship, internship, grant, and fellowship programs.

STUDENT AID FOR NATIVE AMERICANS AT POSTSECONDARY INSTITUTIONS IN THE STATE OF NEW YORK (1992 - BROCHURE)

BACKGROUND (Article 83, Education Law)

In 1953, the New York State Legislature authorized Education Law, Section 4118 which provides funding for American Indian students from tribes located within the State. * Eligible American Indian students can receive grant awards of up to $1,350 per year for attending any approved, accredited postsecondary institution in New York State. Students also may receive student aid for less than four years of study and for part-time study.

ELIGIBILITY (Commissioner's Regulations Subpart 145-4)

In order to be eligible to receive Native American Student Aid, a student must meet the following criteria:

1. The student must be a resident of New York State and be on an official tribal roll of a New York State tribe or be the child of an enrolled member of a New York State tribe. New York State tribes include members of the Iroquoian tribes (St. Regis Mohawk, Oneida, Onondaga, Cayuga, Seneca Nation, Tonawanda Band of Seneca, and Tuscarora), the Shinnecock tribe, and the Poospatuck tribe. An official tribal roll is a list of individuals designated by the tribal authorities as members of their tribe.
2. The student must have graduated from an accredited high school, attained a high school equivalency diploma or be enrolled in a special 24-credit hour program at an approved, accredited postsecondary institution which will lead to degree status and to a high school equivalency diploma.
3. The student must be enrolled in an approved program offered by a college, university, technical school, school of nursing, business or trade school located in New York

* Annual amount is subject to change due to fiscal appropriation by the New York State Legislature.

State. Approved programs include collegiate and noncollegiate programs which are registered by the New York State Education Department.

There are no age restrictions on eligibility for Native American Student Aid.

Native American Student Aid will **not** be paid toward enrollment in the following types of courses: remedial, noncredit-bearing, or college preparation courses. Aid also will not be paid when students are repeating or auditing courses.

APPLICATION (Commissioner's Regulations Subpart 145-4)

Eligible students must apply to the State Education Department to receive Native American Student Aid. Students should submit application materials before **July 15** for the fall semester, **December 31** for the spring semester, and, if funding is available, **May 20** for the summer semester to:

Native American Education Unit
State Education Department
543 Education Building
Albany, New York 12234

The following application materials are required:

1. A completed application form;
2. One of the following: [1] an official transcript of the high school scholastic record of the student, or [2] a copy of the High School Equivalency Diploma, or [3] an official statement from the college attesting to enrollment in a special 24-credit hour high school equivalency program, or [4] college transcript if student has completed one or more semesters at the college level;
3. An official tribal certification form issued by the tribe;
4. A copy of the letter of acceptance from the college.

Note: Students who are minors must have the signature of a parent or guardian approving their stated educational plan.

STUDENT RESPONSIBILITIES

(Commissioner's Regulations Subpart 145-4)

Funding is contingent upon the satisfactory progress (2.00 GPA) toward degree or certificate requirements. Therefore, students who receive Native American Student Aid are required to submit their grades at the end of each semester for which funding is received to the Native American Education Unit. The Native American Education Unit maintains all grade reports in the student's confidential file from which no information is released without the student's written approval.

For each semester that students wish aid, they must notify the Unit of their interest in aid, the college at which they will be enrolled, and the number of credit hours taken. This can be done by writing a letter to the Unit or by completing a **Request for New York State American Indian Aid** *on or before the application deadlines noted above.*

Students also are responsible for notifying the Native American Education Unit, in writing and in a timely manner, of any change in student status, program, or institution enrollment.

OTHER FUNDING SOURCES

American Indian students also should contact Tribal/Nation Scholarship Offices, the Bureau of Indian Affairs, and financial aid offices at the colleges to which they are applying for information on additional sources of student financial aid.

FUNDING PROCEDURE

Eligible and/or certified American Indian students are eligible to receive grant awards of up to $1,350 per year for up to four years of full-time study (five year for specific programs requiring five years to complete degree requirements). Students must be enrolled in at least 12 credit hours or more per semester to be considered full-time. Students enrolled in institutions on the trimester or quarter system must be enrolled for at least 24 credit hours per year. Students registered for less than 12 credit

hours per semester or 24 credit hours per year will be considered part-time and will be funded on a prorated basis.

If funding is available, eligible students may receive aid for summer course work. Any aid a student receives for summer school study is deducted from the student's maximum entitlement for four years of full-time college study.

PAYMENT PROCEDURE

The State Education Department sends participating colleges payment vouchers for each fall, spring, or summer session in which the student is enrolled. When the college returns the completed voucher to the Native American Education Unit, it is approved for payment and sent to the Department of Audit and Control for processing of payment. Payments are sent directly to the college. Generally, the processing of payments takes between four and six weeks from the receipt of the voucher to the mailing of the payment.

The Native American Education Unit makes special payment arrangements with certain colleges which have nontraditional schedules (for example, Empire State College). The Unit will provide information on such arrangements.

FURTHER INFORMATION

For additional information on the Native American Student Aid program, contact:

Native American Education Unit
New York State Education Department
Room 543, Education Building
Albany, New York 12234
Phone: (518) 474-0537

NEW YORK STATE INDIAN AID
COMMONLY ASKED QUESTIONS AND ANSWERS

1. **What is New York State Indian Aid?**

   New York State Indian Aid is financial assistance for eligible Native American students for study in approved, undergraduate programs at New York State institutions of higher education. It is **not** available for graduate study, for study that is not college level, nor for study at institutions located outside New York State.

2. **Who is eligible?**

   New York State residents who are on an official tribal roll of a New York State tribe, or the child of such an enrolled member. New York State tribes include members of the Iroquoian tribes (St. Regis Mohawk, Oneida, Onondaga, Cayuga, Seneca, Tonawanda Band of Senecas, and Tuscarora), the Algonquian tribes (Shinnecock and Unkechaug).

3. **Can the aid be used for general support such as room, board, clothing, etc?**

   Yes.

4. **Is New York State Indian Aid duplicative of Tuition Assistance Program Aid (TAP)?**

   No. Students may receive both awards. Receiving TAP does not affect a student's eligibility to receive Indian aid.

5. **What does a student need to do to get aid?**

   Initially, a student needs to submit the following items: 1) a completed application form, 2) proof of high school graduation, 3) an official tribal certification form, and 4) a letter of acceptance from the college. After initial approval, a student must notify the Unit of his/her interest in aid **for each subsequent semester the student wishes to receive aid**. This may be done by completing a REQUEST FOR NEW YORK STATE INDIAN AID form which is mailed to students each

semester they receive aid. In addition, students, must submit a satisfactory grade report (2.0 GPA) from the preceding term. These materials should be mailed by the appropriate deadlines: *July 15 for the fall semester, December 31 for the spring semester, and, if aid is available, May 20 for the summer term.*

6. **When should students make requests for aid?**

   Students should notify the Unit for each semester they wish aid prior to the term for which aid is desired. For example, if a student wants aid for the spring 1993 semester, he/she should notify the Unit during the fall 1992 semester, and no later than December 31. **Students *must* submit their REQUEST FOR INDIAN AID form before the deadlines (see #5 above) in order to receive aid**. They should not wait for their grades to request aid, but are required to submit them as **soon as they are available to them.**

7. **How is aid awarded to students who study on a quarter system?**

   The same as students on a semester system, with two awards a year - one in the fall, one in spring. Students studying on a quarter schedule **must** notify the Unit of the number of credits they will be taking for **each** quarter and submit their grades from **each** quarter. If students do not register for one or more quarters, or go part-time, aid will be prorated in a manner equivalent to awards made to students on semester systems.

8. **What does the Native American Indian Education Unit do with the student's request?**

   The Unit reviews applications and requests, works with students to complete these items, and approves or disapproves the student for funding. With initial approval, the Unit prepares an *Official Notification* letter to the student, stating the length and type of award (two-year/four-year,

full-time/part-time) as well as the overall requirements for receiving aid each semester, a *confirmation letter* to the student listing award information, and a voucher for the college to sign and return. For each semester thereafter, a voucher for the college and a confirmation letter for student are generated and sent simultaneously. The student is asked to check the details of the award outlined in the confirmation letter and notify the Unit if he/she suspects an error. Also sent with the student confirmation letter is a Request for Aid Form to be used, if needed, the following semester to request aid.

9. **What does the College do?**

   The Bursar or Business Office verifies the student information (enrollment, # credits, S.S. #) on the voucher, makes any necessary changes to these items, then signs and returns it to the Unit. Unit staff again review the voucher, sign it, and send it to the Education Department's finance office for forwarding to the Office of the State Comptroller, where a check is issued and sent **DIRECTLY TO THE COLLEGE.** The college is to apply the amount toward any current charges the student has with the college. If there is a balance in the student's account after the check is processed, the college issues a check to the student.

10. **What happens if I don't receive my confirmation letter in time for registration?**

    The student, or college, may call the Unit to verify the upcoming award amount ***provided*** for the previous semester's grade point average, when submitted, is above a 2.0 and a completed Request for Aid Form was filed in a timely fashion.

11. **How long does the process take?**

    From the time the Unit receives the signed voucher back from the school, it takes about six weeks for the school to receive the check.

12. How can I check to see if the process is working?

You may call the Unit any time to check the status of your request. The Unit prefers to correspond **directly with the student**, as communication problems can arise otherwise. It is also important to note that calling the Unit one week after an item is submitted to check to see if it has been received only delays the processing of your award. Generally, you should check the status of your award if you have not received any correspondence from our office six weeks after your items are submitted. However, **if you believe there is a problem or don't remember submitting a required item, *DO NOT WAIT UNTIL AFTER THE DEADLINE* to check on the situation. Students should also keep a copy of *ALL* correspondence they submit to the Unit.** This will help in correcting any problems that occur.

13. What is academic probation and how does it affect a student's funding?

Academic probation, for the purposes of New York State Indian Aid, is defined as a grade point average (GPA) below 2.0 for **any *one* semester or term**. Aid is denied to students who are on probation. A student may be reinstated to the program and receive subsequent funding if he/she submits a grade report showing satisfactory progress (2.0 GPA) in his/her regular college coursework.

14. What if a student transfers to another institution?

If a student has been receiving aid and transfers to another institution in New York State, he/she should submit his/her request for aid form with a **copy of the acceptance letter from the new institution**. If the student is entering a new degree program, the award amount and balance will be recomputed and noted on the student's confirmation letter.

Native American Education Unit
Room 543 EB
Albany, New York 12234
(518) 474-0537

APPLICATION FOR NEW YORK STATE INDIAN AID

Have you applied for New York State Indian Aid before? ❑ no ❑ yes

If yes, when? _____

Full Name _____
FIRST M I LAST MAIDEN

Home Address: _____

Street _____

City _____ State _____ Zip Code _____

SS# : _____ Gender: ❑ M ❑ F Date of Birth: _____

Phone: _____

Parent Address: _____

_____

_____ Phone: _____

Answer and Check below ALL that apply:

- ❑ Home reservation: _____
- ❑ I am an enrolled tribal member.
- ❑ My mother is an enrolled tribal member.
- ❑ My father is an enrolled tribal member.

Name/Address of the High School/College you attended: _____

_____

_____

H.S. Graduation or GED Date _____ Latest College Semester: _____

Name/Address of the College you will attend: _____

_____

_____

Date of Acceptance: _____

Date you begin College: _____

credits this semester: _____

Program Type: ❑ 1 Year ❑ 2 Year ❑ 4 Year ❑ Other (please list) _____

_____

KEEP COPIES OF ALL CORRESPONDENCE WITH THE NATIVE AMERICAN EDUCATION UNIT CONCERNING YOUR AID

THE FOLLOWING PAPERS MUST ACCOMPANY APPLICATION:

1. (a) Official transcript of high school credits, (b) a copy of an Equivalency Diploma, (c) an official statement of enrollment in a special degree granting program, or (d) a college transcript if you have completed one or more semesters at the college level. Except for students enrolled in a special degree granting program, the document submitted should indicate the date of the diploma;
2. Official tribal certification form;
3. Signature of the parent approving the educational plans of the student and assuring full cooperation, guidance and encouragement of the student in his/her educational career. This signature is only necessary if the candidate is less than 18 years of age;
4. Letter of acceptance from the college of attendance.

These items should be forwarded with this application to the Native American Indian Education Unit, New York State Education Department, Room 543 EB, Albany, New York, 12234. **Please send your complete application as *one* package, when possible, not separate pieces of correspondence.**
All applications must be submitted by **July 15** for consideration of funding for the Fall semester, **December 31** for the Spring semester and, if aid is available, **May 20** for the Summer session.
Students *MUST* request aid each semester, indicate the number of credits they will be taking, and submit their previous semester grades. These items must also be submitted before the deadlines noted above.

ANTICIPATED SEMESTER AWARD RATES

Full-time enrollment (minimum 12 credit hours): $675 per semester
Prorated scale for part-time funding $56.25/credit hour:

3 credit hours = $168.75
6 credit hours = $337.50
9 credit hours = $506.25

AFFIRMATION

Information provided on this form will be maintained in a file by the Native American Indian Education Unit of the New York State Education Department. The coordinator of the Native American Indian Education Programs, Room

543 EB, State Education Department, Albany, New York, 12234, (518) 474-0537, is responsible for the maintenance of these records. This information will be used to identify Native American students who are funded under the New York State Native American Postsecondary Grant-In-Aid Program. This information will be shared with tribal higher education offices and/or Native American tribal representatives working with higher education; higher education institutions personnel who are interested in the recruitment, admission and retention of Native American students at the undergraduate levels; and also with those institutions interested in recruiting Native Americans in opportunities for further education, scholarships, or professional training; and it will be used to recognize the degrees earned by Native Americans to share with prospective employers that may be known to the coordinator of Native American Indian Education Programs.

Signature _____ Date_____
Parent's Signature _____ Date _____

In typewritten form, please describe your educational goals and plans in the space provided below:

92-408
2-011497

New York State Education Department
Albany, New York 12234

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